

Inspection date

21 March 2016

Previous inspection date

11 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There has been considerable progress made since the last inspection. The manager has taken swift action and fully addressed previous actions and recommendations raised. She continually monitors and evaluates practice, taking on board the views of parents and other professionals. This has contributed to the improved quality of the provision.
- The manager continually encourages parental engagement in children's learning. Learning and progress are shared with parents effectively. This includes sharing the written summary from the statutory progress check for children aged between two and three years.
- Staff make good use of the on-site wildlife area to extend children's learning. Children develop a deeper understanding of the world around them and how to care for their environment. They are motivated to learn and they make good progress across all areas of learning.
- Children demonstrate they have secure relationships with staff. A strong focus is placed on nurturing children's personal, social and emotional development. Children respond to boundaries, demonstrate kindness and behave very well.

It is not yet outstanding because:

- Staff do not always organise the routine effectively to help ensure that children develop the skills needed to concentrate and fully engage in activities.
- Occasionally, staff miss opportunities to extend and sustain children's interests during their self-chosen play.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children to develop their levels of concentration and remain fully engaged in activities
- provide even more opportunities to extend and sustain children's interests during their self-chosen play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to a small selection of parents on the day of inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager and discussed the setting's self-evaluation.
- The inspector looked at a range of documentation, including policies and procedures, children's records and checked evidence of the suitability of staff working in the setting.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of safeguarding and child protection issues and how to promote the safety and welfare of children. Staffing arrangements meet the needs of all children. Staff are vigilant and implement meaningful risk assessments to promote children's safety. The manager supports staff well through regular supervision meetings and training. This helps to develop their skills to meet the needs of all children. Systems to monitor children's progress, including those in receipt of pupil premium funding, are effective. Through this robust monitoring, the manager swiftly identified that some children's progress in mathematics was not as fast as in other areas. This has led to an improved focus on developing children's early mathematics through play, which actively contributes to their accelerated learning in this area.

Quality of teaching, learning and assessment is good

The qualified manager and owner have a secure understanding of how children learn. Staff observe children as they play and record their findings, along with photographic evidence. They provide and plan well-focused adult-led activities that build on children's prior learning. For example, staff use effective questioning techniques to promote children's creative and critical-thinking skills. Staff use all opportunities to promote children's early literacy skills. For example, children enjoy opportunities to make marks with various materials and they develop an understanding of rhythm during group activities. Close links with local schools help enable both staff and teachers to share information about children's learning. Children are prepared well for their move to school.

Personal development, behaviour and welfare are good

Children are happy and settled in their environment. They eagerly explore and are keen to develop new skills. For example, children use one-handed tools to make snips in paper and malleable materials. Staff make good use of the outdoors to support children's developing physical skills. For example, they encourage children to play ball games and move freely in a range of ways. Staff effectively promote children's safety throughout activities. For example, they remind children to use wheeled toys in a safe area outdoors, to help avoid potential accidents. This helps to develop children's awareness of how to keep themselves safe from harm. Children develop positive attitudes to learning outdoors, which contributes to them having an active and healthy lifestyle.

Outcomes for children are good

All children, including children in receipt of funding, make good progress from their differing starting points. Children benefit from targeted support from staff, which contributes to them developing skills for future learning and eventually for school. Children demonstrate developing confidence to participate in speaking and listening activities. They are keen to speak out loud in large groups, join in singing and talk about their experiences. This contributes to children becoming capable and confident communicators.

Setting details

Unique reference number	500186
Local authority	Manchester
Inspection number	1017921
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	20
Number of children on roll	28
Name of provider	Jane Richardson
Date of previous inspection	11 June 2015
Telephone number	0161 681 1385

St Wilfrids was registered in 2003. The setting employs three members of childcare staff, including the manager and owner. Of these, two hold an appropriate early years qualification at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and 12.45pm until 3.45pm. The setting receives funding for the provision of free early education for two-, three- and four-year-old children and those in receipt of early years pupil premium funding.

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